

### **14-1: World Contacts before Columbus p.426-432**

What areas of the world made up the Afro-Eurasian trading world before Columbus?

*The Indian Ocean was the center of the Afroeurasian trade world – a crossroads for exchange among China, India, the Middle East, Africa and Europe.*

### **14-2 The European Voyages of Discovery p. 432-445**

1. It can be said the European motives for expansion may be summarized in the phrase, “Gold, Glory, God.” Provide evidence from your reading to support each one of these motives.

Gold	<i>Spices were highly sought by Europeans and offered great profits. Little opportunities for many at home, esp. in Spain, so many risked the journeys in hope of striking it rich.</i>
Glory	<i>Renaissance curiosity to know more about the world led individuals to explore. Also, in Spain there was little opportunity at home for most men, so the ambitious turned to the sea.</i>
God	<i>The religious fervor of the time carried over to exploration as sponsors such as Isabella and Ferdinand of Spain sought to win new people to the Catholic Church.</i>

2. What were some of the other reasons for European expansion?

*Lack of opportunity at home, a way to escape poverty at home, to find a better life abroad, search for adventure*

3. What role did technology play in European expansion?

Category	Specific development	Impact
Ships	<i>Caravel</i>	<i>Small 3-mast ship – held more cargo and was more maneuverable than earlier ships.</i>
Cartography	<i>Ptolemy’s Geography from 2<sup>nd</sup> C.E.</i>	<i>Introduced by Arab scholars around 1410, it provided improvements over medieval cartography and depicted the world as round; also had latitude, longitude.</i>
Navigation	<i>Magnetic compass Astrolabe</i>	<i>Compass – could determine direction and position at sea Astrolabe – could plot latitude</i>

4. Why do you supposed that Portugal took the lead in exploring the Atlantic and North Africa?  
*It was sticking out in the Atlantic, had a long history off seafaring and navigation, blocked from access to western Europe by Spain, it looked in other directions (Atlantic, N. Sea)*
5. What were the main objectives of the Portuguese explores?  
*Military glory, the conversion of Muslims, and the quest to find gold, slaves, and an overseas route to spice markets in India.*

6. Explain the significance of the following:

Ptolemy's Geography	<i>Written in 2 century C.E, it provided improvements over medieval cartography and depicted the world as round; also had latitude, longitude.</i>
Prince Henry the Navigator	<i>Portuguese supporter of the study of geography and navigation who sponsored expeditions down the western coast of Africa.</i>
Bartholomew Diaz	<i>Portuguese explorer who rounded the Cape of Good Hope of Africa but turned back due to bad weather (1487)</i>
Vasco da Gama	<i>Portuguese explorer who rounded Cape of Good Hope with 4 ships in search of a sea route to India. He reached Calicut in India and returned to Portugal with a load of spices and Indian cloth.</i>

7. What contributes to the negative view of Christopher Columbus?  
*How could he "discover" the Americas given that millions of people already lived there? The Vikings had crossed the Atlantic before him. His treatment of the Taino and subsequent enslavement of them was horrible and led to the decimation of the population there on Hispanola.*

8. Define and explain the significance of each of the following from the information in your text.

Treaty of Tordesillas	<i>Treaty created by Pope Alexander VI to settle Spanish and Portuguese claims in the New World. Everything east went to Portugal and everything west to Spain.</i>
Ferdinand Magellan	<i>Portuguese explorer hired by Charles V of Spain to find a sea route to the spices off the southeast coast of Asia. He sailed SW to Brazil, then around the continent to the Pacific. He died before his crew completed the circumnavigation of the globe. Took nearly 3 years.</i>
John Cabot	<i>1498 – Genoese merchant living in London discovered Newfoundland and returned the next year to the New England coast.</i>

Jacques Cartier	<i>French explorer of the St. Lawrence region of Canada in search of a passage to Asia. The French turned to furs there and bartered with local peoples.</i>
Hernando Cortés	<i>Sent by Spain in 1519 from Cuba to the mainland, he conquered the Aztecs (Mexica Empire) by tricking Montezuma</i>
Francisco Pizarro	<i>Sponsored by Spain, Conquered the Incan Empire in the Andes mountains. The empire was weak by disease, and civil war when Pizarro arrived.</i>

9. What accounts for the relative ease in which the conquistadors were able to conquer the native empires in South America?

*They had horses and guns against the unsuspecting native populations*

### **14-3 The Impact of Conquest – Europe and the World after Columbus p. 445-456**

10. What was the *encomienda* system and how did it affect native populations?

*A system whereby the Spanish crown granted the conquerors the right to forcibly employ groups of Indians in exchange for providing food, shelter, and Christian teaching. In reality, the system was a brutal form of exploitation only slightly above slavery.*

11. What role did Bartolomé de Las Casas play in the treatment of native populations and why? *He was an outspoken critic of Spanish brutality against indigenous peoples. He and other missionaries asserted that the Indians had human rights.*

12. How did having European women settle in the colonies effect the culture in the New World? *When women and children accompanied men, as in British colonies and Spanish mainland colonies, new settlements took on European languages, religion, and ways of life. When women did not accompany men, as on the west coast of Africa and most European outposts in Asia, local populations largely retained their own cultures.*

13. Identify the accomplishments of the Catholic clergy in the New World.

*Missionaries in general played a key role in converting indigenous peoples to Christianity, teaching European methods of agriculture, and instilling loyalty to their colonial masters. They also established missions.*

14. How did the high death rate of native populations in the New World contribute to the Atlantic Slave trade? *The high death rate was a loss of a subjugated labor force to work the mines and sugar plantations and led to the importation of African slaves to fill the void.*

15. The **Columbian exchange** refers to the exchange of plants, animals, and disease between Europe and the New World as a result of European contact there. What items were exchanged?

To the New World from Europe	To Europe from the New World
<i>Horses, cattle, sheep, dogs, pigs, chickens and goats (Columbus' 2<sup>nd</sup> voyage)</i> <i>Disease – smallpox, influenza, typhus</i>	<i>Sugar plants, Rice and bananas, Wheat, Grapes and olives, Dandelions</i> <i>Tomatoes, Potatoes</i> <i>Beans, squash, avacados, peppers, pumpkins</i> <i>Corn (maize)</i>

*Think: Who benefitted the most – the New World or Europe?*

### **Europe and the World after Columbus**

16. Why did slavery become race-based in the mid-15<sup>th</sup> century?

*It became race-based because the supply of white slaves from the eastern Mediterranean had been cut off by the Ottoman capture of Constantinople. Cut off from the traditional source of slaves, Europeans turned to sub-Sahara Africa. They were obtained by raiding parties, and then traded for with local African leaders.*

17. Explain how the demand for sugar contributed to the expansion of the African slave trade to the New World.

*Producing sugar was a very difficult and demanding crop to produce for profit and required a large labor force. When natives proved unable to do the work, Africans were enslaved to do so.*

18. What factors led to the increase in prices in 16<sup>th</sup> century Europe?

*The growing population in Spain created an increased demand for food and goods, leading to widespread inflation as demand exceeded the supply. The flood of silver from the New World didn't cause the initial inflation, but made it worse.*

19. Portugal, Spain and the Netherlands developed widespread trade during the 16<sup>th</sup> and 17<sup>th</sup> centuries. Complete the following chart to indicate where each was involved.

Portugal	Spain	Netherlands (the Dutch)
<i>Controlled sea route to India</i> <i>Goa on Arabian Sea, Malacca on Malay Peninsula</i> <i>Macao in South China Sea</i> <i>Japanese port of Nagasaki</i>	<i>Land empire in the New World</i> <i>Manila in the Philippines was bridge between Spanish America and China</i>	<i>Indonesian archipelago</i> <i>Ceylon and other East Indian islands</i> <i>Some portions of Brazil and the Caribbean (from Spain)</i>

<i>Philippine port of Manilla Exported horses from Mesopotamia, copper from Arabia</i>		
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#### **14-4 Changing Attitudes and Beliefs p. 456-458**

20. Define and explain the significance of the following:

Skepticism	<i>School of thought founded on doubt that total certainty or definitive knowledge is ever attainable.</i>
Michel de Montaigne	<i>French writer who developed the literary genre of the essay and wrote in a conversational style that became one of the most widely read material in the early modern period of Europe.</i>
<i>Of Cannibals</i>	<i>By Montaigne, it reveals the impact of overseas discoveries on on thoughtful European and raised the question of WHO is the barbarian – the native population or the Europeans.</i>
Ethnocentrism	<i>Judging other cultures by one's own system of values.</i>
William Shakespeare	<i>English writer who wrote comedies and historical plays, tragedies, etc. that explored an enormous range of human problems. His work also shows the dilemma of dealing with the new peoples of the world being "discovered"</i>